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# Sample Proficiency Standards

## E. VISUAL COMMUNICATION AND EXPRESSION

### CONTENT STANDARD

*Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.*

### PERFORMANCE STANDARD

**E.4.1** By the end of grade 4, students will communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics.

### SAMPLE TASK

In art class we learned how to use line, pattern, and shape to make drawings that communicate ideas in interesting ways. We also learned to use drawing as a way to help us observe carefully and communicate our ideas to others. We learned what the word “symmetry” means and saw how it is used in both science and art. We studied the way many things in nature, such as plants, insects, and animals are symmetrical.

In science we also learned that someone who studies insects is an entomologist. We looked at many types of insects and learned that insects have three body parts: a head, thorax, and abdomen, and usually three pairs of legs and two antennae.

You now have one class period to make a drawing using black markers on white paper that will combine what you learned in art with what you learned in science. Read the following story that explains what your drawing should be about.

Pretend you are an entomologist looking for a new kind of insect that might be used to make a medicine to cure sick people. On a hot, sticky day, you are wandering through a jungle trail in Mexico. You bend down for a closer look at a beautiful flower and find a symmetrically shaped insect with three unusually shaped body parts. You take out your magnifying glass and see that it is covered with beautiful patterns.

Draw your insect as large as your paper. Use your knowledge of insects and your art skills to make your drawing as interesting and complete as you can. Show interesting details, patterns, shapes, lines, and symmetrical design.

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## DESCRIPTIONS OF PROFICIENCY CATEGORIES

### *Advanced*

1. Application of unique or unusual visual design techniques; such as the use of line, shape, space (foreground, background, negative space), pattern, dark and light contrast, symmetry, and balance
2. Accurate application of scientific information
3. Advanced observation skills
4. Application of interesting and/or clever detail
5. Problem solved in a unique way with an original idea, little evidence of stereotypical or schematic images

### *Proficient*

1. Application of appropriate visual design techniques such as the use of line, shape, space (foreground, background, negative space), pattern, and symmetry
2. Appropriate application of some scientific information
3. Evidence of careful observation
4. Use of detail
5. Problem solved using original idea, may have some stereotypical or schematic images

### *Partially Proficient*

1. Overall visual design techniques are under-developed
2. Some evidence of scientific information
3. Some evidence of observation
4. Some attention to detail
5. Problem partially solved, idea not clearly depicted

### *Minimal*

1. Missing substantial portions of the criteria, such as visual design techniques, scientific information, observation skills, detail, and problem not solved

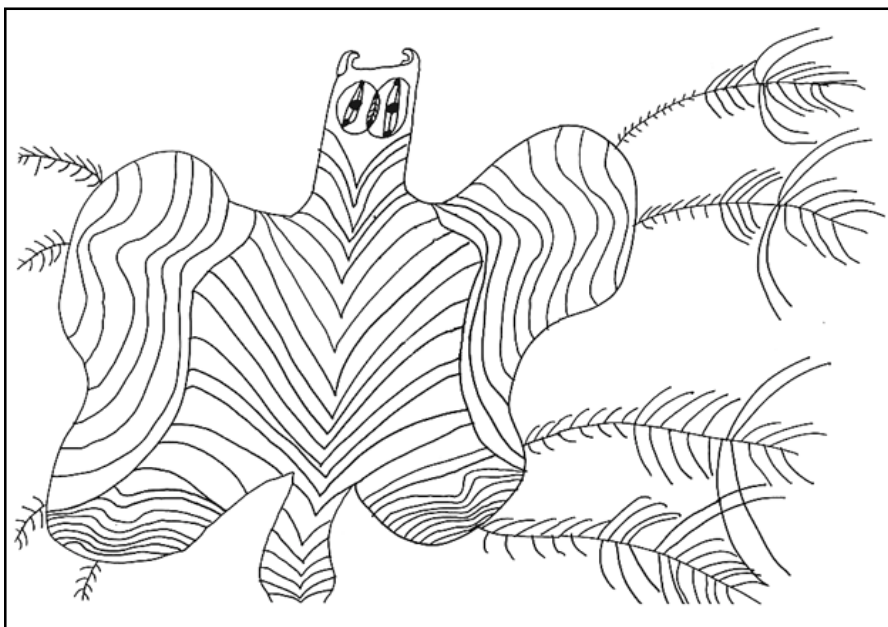
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## SAMPLES OF STUDENT WORK

### EXPLANATION OF RATINGS OF STUDENT WORK

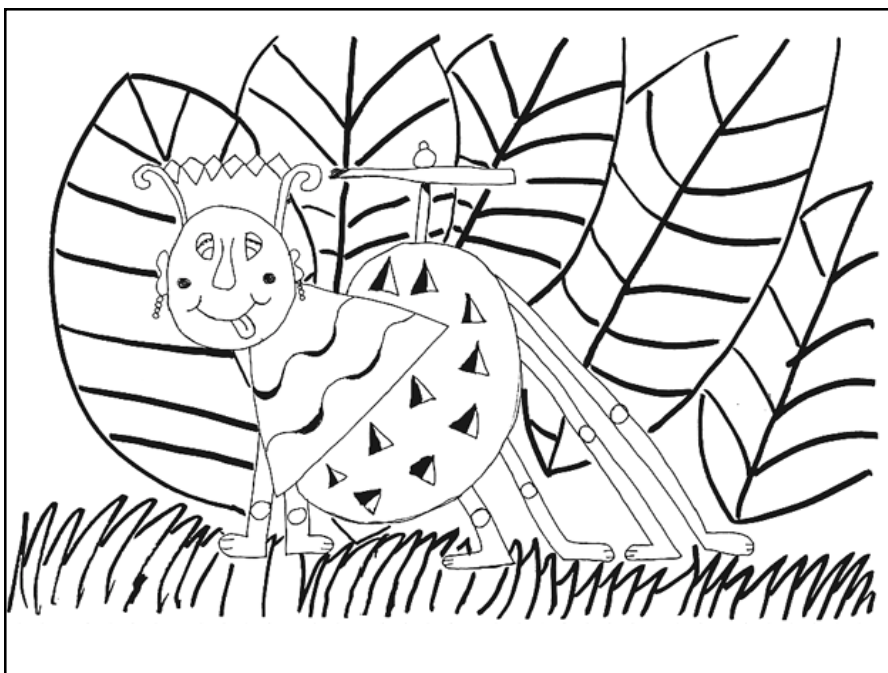
#### *Advanced*

This drawing shows a nice balance between a free, open drawing style and enough control to create convincing details and patterns. Unique details such as the eyes and feathery legs show a sophisticated feel for line, repetition, and pattern. The repetition of lines to create patterns is done in interesting ways to avoid mechanical, random patterns. Each line has been drawn with attention. One of the strengths of this drawing is the lack of contrived or stereotypical elements. The overall effect of the drawing suggest descriptors like “unique” and “beautiful,” which are harder to achieve than “clever” or “cute.” The drawing fills the page well without resorting to a hastily added background. The student has gotten some facts wrong; such as what appears to be eight legs rather than six, and has not included a segmented body as described in the story, but the overall effect is both very insect-like and artistic.



#### *Proficient*

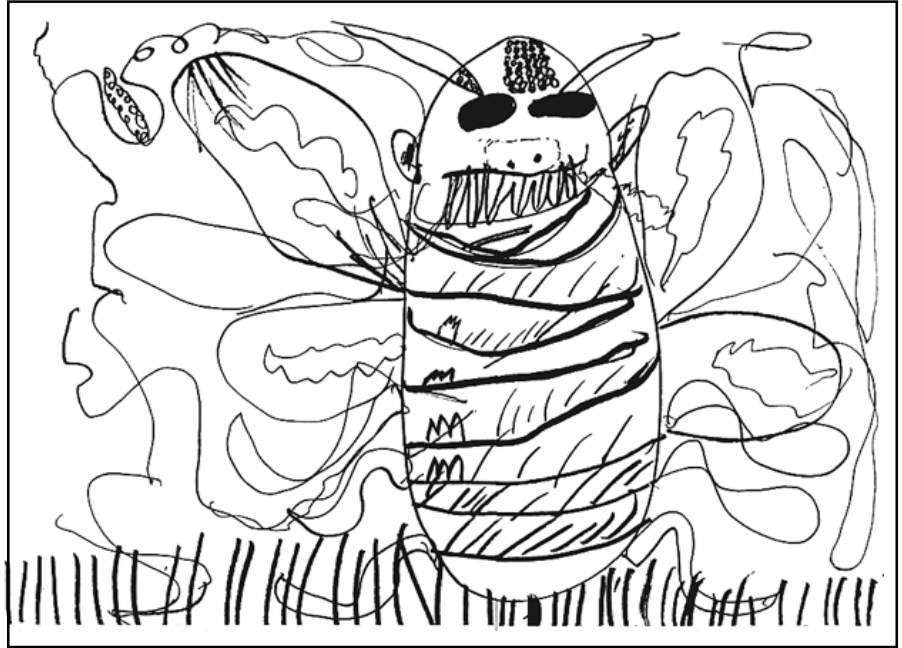
This is a delightful drawing with a sense of humor and an intelligent solution to the problem. The student shows good control of the drawing medium and has filled the page nicely. There are many imaginative details like the knee caps and earrings. The wavy lines on the body vary in thickness and the triangles include dark and light shapes. The grass and leaves complete the composition but are done quickly and somewhat mechanically as a contrivance to finish the drawing. The student relies on easy solutions like the smiling face with the tongue sticking out to try to be humorous. While there is a conscious attempt to be clever, many of the solutions are contrived and cliché.



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### *Partially Proficient*

This drawing has a nice energy and exuberant use of line. It has many charming characteristics but shows a certain lack of control. There are some interesting details like the unique nose and pattern of tiny circles on the head but other lines become violently erratic. The student seems to lose concentration and resorts to quick gestural marks (as in the grass) to fill the page and complete the drawing quickly.



### *Minimal*

Like many children's drawings this one has a simple charm but it lacks details that would indicate the student is observant or imaginative. The shapes are very basic with a circle for the head, a rectangle for the body, and a triangle for the tail. The legs are indicated by simple, straight lines jutting from the body. The humanlike face is a stereotypical device that is naturally appealing but overused in student work. The child-like sun also is commonly used in young children's drawings.

